

EXHIBIT 4 – Part 2

CORE COMPETENCIES/KEY BEHAVIORS**7. Safety: Contributes to a safe, clean, and operational environment.****Key Behaviors:**

- Alerts supervisor when conditions (e.g., systems, supplies, equipment) that have the potential to have a negative impact on patient safety are identified.
- Operates and maintains CPD equipment according to departmental guidelines; notifies designated staff of equipment malfunctions requiring more than routine adjustment.
- Disposes of trash, infectious waste and O.R. and/or clinical waste into proper receptacles per Center and departmental policies and guidelines.
- Addresses potential hazards immediately; informs supervisor/ lead technician immediately of accidents/injuries to patients, visitors, or self.
- Maintains a clean, safe organized work area and contributes to the upkeep of the departmental work environment.
- Wears appropriate personal protective attire (goggles, gloves, waterproof gown, boots).

Weight: 5%

1 _____ Significantly fails to demonstrate behaviors	2 _____ Inconsistently demonstrates behaviors	3 <input checked="" type="checkbox"/> _____ Consistently demonstrates behaviors	4 _____ Consistently exceeds required behaviors	5 _____ Performance results in substantial impact
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Comments:**Development Activity (if applicable):**

7. Professional Development: Makes a continuous effort to improve job performance and to develop work-related skills and expertise.

Key Behaviors:

- Maintains current professional licensure and required memberships/certifications.
- Attends required in-service training.
- Makes use of Center's development resources, as appropriate.
- Identifies activities to aid in goal achievement.
- Keeps current on new developments in area of expertise.
- Seeks appropriate knowledge of concepts, principles, and practices required of the job.
- Keeps current on new developments in our area of expertise.
- Seeks appropriate knowledge of concepts, principles, and practices required of the job.

				Weight: 5%
1 Significantly fails to demonstrate behaviors	2 Inconsistently demonstrates behaviors	3 <input checked="" type="checkbox"/> Consistently demonstrates behaviors	4 Consistently exceeds required behaviors	5 Performance results in substantial impact

Comments:

MR BRYAN IS CERTIFIED.

Development Activity (if applicable):

ATTENDANCE

An employee's appraisal rating will be based on the number of occasions and number of days absent (attendance record) as defined below.

<u>APPRAISAL RATING</u>	<u>ATTENDANCE RECORD</u>	
	<u>Number of Occasions</u>	<u>Number of Days</u>
(5)	0	0 days
	1	1 or 2 days
4	1	3 days
	2	Total of 2 or 3 days
3	1	4 to 6 days
	2	Total of 4 to 6 days
	3	Total of 3 to 6 days
	4	Total of 4 to 6 days
2	1	7 or 8 days
	2	Total of 7 to 8 days
	3	Total of 7 to 8 days
	4	Total of 7 to 8 days
	5	Total of 5 to 8 days
	6	Total of 6 to 8 days
1	1	9 or more days
	2	Total of 9 or more days
	3	Total of 9 or more days
	4	Total of 9 or more days
	5	Total of 9 or more days
	6	Total of 9 or more days
	7 or more	Total of 7 or more days
Comments:		
MR BRYAN HAS NOT CALLED IN SICK OR TAKEN ANY EMERGENCY DAY OFF.		
		Rating: 5

AGE SPECIFIC COMPETENCIES

1. Patient Care/Contact: Job interacts with patients in providing care or in a support role in accordance with departmental policies and standards taking into consideration patients' age as noted below: All ages <input type="checkbox"/> Pediatric <input type="checkbox"/> Adolescent <input type="checkbox"/> Adult <input type="checkbox"/> Geriatric <input checked="" type="checkbox"/> N/A	
2. Age Specific Competencies: Indicate competencies (knowledge, skills and abilities) needed to recognize and respond appropriately to patients' physical, mental, developmental, and psycho-social needs based on patients' age:	
Competency	Assessment of Competency
<input type="checkbox"/> Applies age specific knowledge and skills to assess and provide patient care and treatment •	
<input type="checkbox"/> Assesses and interprets age specific data •	
<input type="checkbox"/> Performs treatments appropriate to patients' age •	
<input type="checkbox"/> Demonstrates age appropriate communication skills •	
<input type="checkbox"/> Involves family/significant other in plan of care •	
<input type="checkbox"/> Possesses knowledge of age specific community resources •	

GENERAL POSITION INFORMATION

MINIMUM EDUCATION REQUIREMENT (Indicate the minimum requirement)					
Ability to read, write and understand basic instructions					
<input checked="" type="checkbox"/>	High school or G.E.D.				
<input type="checkbox"/>	High school plus 1-2 years of technical education.				
	Type of technical education: _____				
	Associate degree.	Major:	_____		
	Bachelors' degree.	Major:	_____		
	Bachelors' degree plus up to 1 year of post-degree work (internship).				
	Type of post-degree work/internship: _____				
	Masters degree.	Major:	_____		
	Doctoral or law degree	Major:	_____		
	Other: _____	Major:	_____		
The above level of education is needed to obtain the following critical knowledge/skills:					

MINIMUM JOB-RELATED EXPERIENCE (Indicate the minimum requirement)					
<input type="checkbox"/> None	<input type="checkbox"/> Less than 1 year	<input checked="" type="checkbox"/> 1 year	<input type="checkbox"/> 2 years	<input type="checkbox"/> 3 years	
<input type="checkbox"/> 4 years	<input type="checkbox"/> 5 years	<input type="checkbox"/> 6-8 years	<input type="checkbox"/> 9-10 years	<input type="checkbox"/> 10+ years	
LICENSES/REGISTRATIONS/CERTIFICATIONS					
	Type	Required	Preferred		
Licensure:	_____	_____	_____		
Registration:	_____	_____	_____		
Certification:	CPD Certification (for Tech I)	_____	X		
	CPD Certification (for Tech II)	X	_____		
SPECIAL SKILLS AND KNOWLEDGE					
Special technical, clinical, professional, or computer skills or knowledge not covered under <i>Education</i> or <i>Experience</i> :					
	<u>Skill/Knowledge</u>	<u>Depth of Skill/Knowledge</u>			
		Basic	Intermediate	Senior	Expert
1	ABACUS	X	_____	_____	_____
2	OPTIME	X	_____	_____	_____
	_____	_____	_____	_____	_____

GENERAL POSITION INFORMATION

STAFF SUPERVISION1. Does this job directly supervise other positions: Yes X No (If no, continue to next section)2. If Yes, # of Direct Reports:

Job Title	Your Direct Subordinates	Number of Employees

3. Nature of Supervision:

- | | |
|---|---|
| <u> </u> Assign work and follow-up | <u> </u> Train |
| <u> </u> Develop job responsibilities/content | <u> </u> Select job candidates |
| <u> </u> Conduct performance appraisal | <u> </u> Discipline when appropriate |
| <u> </u> Make recommendations on hiring and firing | <u> </u> Determine work priorities |

4. Number of Indirect Reports (Employees that report into your "Direct" Subordinates in #2 above.): **CONTACTS****INTERNAL CONTACTS WITHIN MSKCC:**

This job interacts with the following groups of MSKCC staff on a regular and recurring basis:

<u>Types of Contacts*</u>	<u>Type of Communications</u>		
	Information Sharing	Advising/ Explaining	Persuading
<u> </u> Senior Executives / V.P.'s	<u> </u>	<u> </u>	<u> </u>
<u> </u> Associate Hospital Administrators / Directors	<u> </u>	<u> </u>	<u> </u>
<u> </u> Service Chiefs / Dept. Chairs	<u> </u>	<u> </u>	<u> </u>
<u> </u> Program Directors (SKI)	<u> </u>	<u> </u>	<u> </u>
<u> X </u> Administrators, Managers	<u> X </u>	<u> </u>	<u> </u>
<u> </u> Attending Staff / Principal Investigators	<u> </u>	<u> </u>	<u> </u>
<u> X </u> Peers outside Division	<u> X </u>	<u> </u>	<u> </u>
<u> </u> None of the above	<u> </u>	<u> </u>	<u> </u>

*(do not include your boss or subordinates)

EXTERNAL CONTACTS:

This job interacts with the following external parties on a regular and recurring basis.

<u>Types of Contacts</u>	<u>Type of Communications</u>			
	Information Sharing	Advising/ Explaining	Persuading	Negotiating
<u> </u> Patients and their Families	<u> </u>	<u> </u>	<u> </u>	<u> </u>
<u> </u> Community Organization	<u> </u>	<u> </u>	<u> </u>	<u> </u>
<u> </u> Media	<u> </u>	<u> </u>	<u> </u>	<u> </u>
<u> </u> Licensing / Regulatory agencies	<u> </u>	<u> </u>	<u> </u>	<u> </u>
<u> </u> Research Sponsors	<u> </u>	<u> </u>	<u> </u>	<u> </u>
<u> </u> Corporate / Individual Donors	<u> </u>	<u> </u>	<u> </u>	<u> </u>
<u> </u> Insurance Carriers / Vendors	<u> X </u>	<u> </u>	<u> </u>	<u> </u>
<u> </u> None of the above	<u> </u>	<u> </u>	<u> </u>	<u> </u>

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GENERAL POSITION INFORMATION

PHYSICAL DEMANDS *(types and frequency of physical effort)*

- Some heavy lifting
- Some heavy pulling & pushing
- Standing for long periods of time
- Working with hazardous chemicals
- Working in area with high temperatures
- Visual concentration

WORKING CONDITIONS *(Summarize, include disagreeable conditions or potential hazards):*

Normal working conditions

☒ Other: Working in some areas of high humidity, wearing PPE. Possible exposure to hazardous chemicals.

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SUMMARY RATING WORKSHEET

Employee: Edmund Bryan #52340
 Job Title: Central Sterile Technician I/II
 Dept. Name: Central Sterile Processing

To enter information into the Excel spreadsheet below, double click anywhere on the worksheet. Data can be entered into the columns titled Job Responsibilities, Weight, and Rating. The Score and remaining calculations will be performed automatically. To return to the main document, click anywhere outside the Excel spreadsheet.

Job Responsibilities (55%)		Weight	Rating	Score
1. Infection Control	20%	x	3	= 0.60
2. Assembly & Packaging	20%	x	3	= 0.60
3. Sterilization	20%	x	3	= 0.60
4. Storage	15%	x	3	= 0.45
5. Distribution	15%	x	3	= 0.45
6. Inventory Management	10%	x	3	= 0.30
		100%		
Total for Responsibilities				= 3.00

Core Competencies (35%)		Weight	Rating	Score
1. Customer Service	15%	x	2	= 0.30
2. Teamwork	20%	x	2	= 0.40
3. Communication	15%	x	3	= 0.45
4. Judgement	15%	x	3	= 0.45
5. Initiative	15%	x	3	= 0.45
6. Effectiveness	10%	x	3	= 0.30
7. Safety	5%		3	= 0.15
8. Professional Development	5%	x	3	= 0.15
		100%		
Total for Competencies				= 2.65

Attendance (10%)		Weight	Rating	Score
		100%	x	5. = 5.00
Total for Attendance				= 5.00

Summary Rating		Total	Weight	Score
Total for Job Responsibilities		3.00	x	55% = 1.65
Total for Core Competencies		2.65	x	35% = 0.93
Attendance		5.00	x	10% = 0.50
Final Summary Rating				= 3.08

PERFORMANCE APPRAISAL SUMMARY

Final Summary Ratings:

- 4.50 - 5.00 = Employee demonstrates truly outstanding performance and has made a significant contribution through his/her efforts.
- 3.50 - 4.49 = Employee consistently exceeds the high expectations of the Center and sets an excellent example for other employees.
- 2.50 - 3.49 = Employee consistently meets the high expectations of the Center and is a valued employee.
- 1.50 - 2.49 = Employee does not consistently meet the expectations for the position. A work improvement plan is required with specific goals and timeframes for improved performance.
- 1.00 - 1.49 = Employee fails to meet the expectations for the position. This employee should be on Final Written Warning for one or more aspects of his/her performance.

Identify the employee's strongest points:

MR BRYAN IS ALWAYS ON TIME, DOES NOT CALL IN SICK.

Identify the employee's developmental needs:

MR BRYAN NEEDS TO WORK WITH MORE SPEED IN WORK.
HE NEEDS TO DEVELOP SKILLS AS A TEAM MEMBER.

DEVELOPMENT PLAN

This development plan should focus on the employee's development in his or her current position. The manager and the employee should jointly establish development objectives for the year. Development objectives should target both strengths and needs based on this performance appraisal. Review the comments in the *Development Activity* box following each responsibility and set objectives that are aligned with personal, group, departmental, and organizational goals.

Effective development objectives should be both challenging and achievable; they should be observable and measurable, with specific time frames. Development activities may include on-the-job learning experiences, cross-functional assignments, involvement in special projects, job rotation, meeting with professionals in other functions or in other organizations, learning from other's feedback (e.g., peer, colleague, friend, subordinate, boss, coach, mentor), self-study (e.g., books, articles), and training (classroom and computer-based courses).

DEVELOPMENT PLAN FOR JOB RESPONSIBILITIES

Development Objective	Activity	Responsibility/Involvement of Others	Target Dates	Results

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DEVELOPMENT PLAN FOR COMPETENCIES

Development Objective	Activity	Responsibility/ Involvement of Others	Target Dates	Results

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SIGNATURES

Employee's comments on the evaluation and the evaluation discussion:

Supervisor's comments on the evaluation discussion:

MR BRYAN REFUSED TO SIGN AND HAD
NO INTEREST IN HIS EVALUATION.

Signature of Reviewer

Date Signed

Signature of Reviewer's Supervisor

Date Signed

Signature of Employee

Date Signed

REFUSE
TO SIGN

Expectations for the next appraisal period were reviewed and discussed. A copy of performance expectations and key behaviors was distributed to employee.

Signature of Reviewer

Date Signed

Signature of Employee

Date Signed

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RATING PERFORMANCE

Rating Scale Descriptions: Please use the following rating scales to evaluate the performance of the employee on Job Responsibilities and Core Competencies. Read the performance expectations for each responsibility and key behaviors for each competency carefully in order to be as precise in your rating as possible. A rating of "3" indicates the employee is meeting the high expectations set by the Center and is valued by the organization.

Job Responsibility Rating Scale:

- 5 = THIS RATING SHOULD BE RESERVED to indicate a level of performance for this responsibility that is truly unusual in relation to the stated requirements and has substantial impact.
- 4 = Indicates performance that significantly and consistently exceeds the stated requirements for this responsibility (e.g., can function more independently than expected, is sought out as a resource by other staff, can handle unusual situations, develops new approaches or methods, does more than routine workload, takes on more work for own development).
- 3 = Indicates performance that consistently meets the stated requirements for this responsibility with the expected amount of supervision, within the established time frames, under routine circumstances.
- 2 = Indicates performance that inconsistently meets the stated requirements for this responsibility. Improvement in performance is needed and should be monitored as part of the Progressive Discipline Process.
- 1 = THIS RATING SHOULD BE RESERVED to indicate a level of performance that significantly fails to meet the stated requirements for this responsibility. The employee should be in one of the warning stages of the Progressive Discipline Process.

Competencies Rating Scale:

- 5 = THIS RATING SHOULD BE RESERVED to indicate a level of performance for this competency that is truly unusual and demonstrates a new standard for behaviors associated with this competency, and has substantial impact.
- 4 = Indicates performance that significantly and consistently exceeds the stated behaviors associated with this competency.
- 3 = Indicates performance that consistently demonstrates the stated behaviors associated with this competency.
- 2 = Indicates performance that inconsistently demonstrates the behaviors associated with this competency. Improvement in performance is needed and should be monitored as part of the Progressive Discipline Process.
- 1 = THIS RATING SHOULD BE RESERVED to indicate a level of performance that significantly fails to demonstrate the stated behaviors associated with this competency. The employee should be in one of the warning stages of the Progressive Discipline Process.